

# WIDA FAQ – ACCESS FOR ELLs ASSESSMENT

General questions.....	Page 2
Accounts.....	Page 6
Training.....	Page 8
New Students.....	Page 9
Pre-ID.....	Page 10
Ordering of Materials.....	Page 11
Materials.....	Page 13
Accommodations.....	Page 14
Administration.....	Page 16
After Testing.....	Page 17
Score Reports.....	Page 19
AMAOs.....	Page 20

## **Contact Information**

If you have questions that are not answered in this document concerning the ACCESS for ELLs assessment you can contact any of the following:

### **DESE:**

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Or contact your local MELL Instructional Specialist:

(Not sure who your local person is? Check using this PDF: [MELL Coverage Map](#))

### **Kansas City:**

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## **General**

### **1. What is WIDA?**

WIDA (World-Class Instructional Design and Assessment) is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. As of August 2011, the WIDA consortium consists of 26 states and Washington, D.C.

### **2. What is the ACCESS for ELLs?**

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (reading, writing, listening and speaking).

### **3. Who can administer the ACCESS for ELLs?**

Any district employee that at a minimum meets the [requirements of a paraprofessional under Title I](#), has received training and has taken and passed the online training may administer ACCESS for ELLs.

#### 4. Who takes the ACCESS for ELLs?

Missouri uses ACCESS for ELLs as its annual English Language Proficiency assessment. Students who meet the following guidelines are required to take the ACCESS assessment:

- Those K-12 students that are identified for ELL services AND
- Enrolled in a Missouri public school or charter school

Students who are in monitored status **do not** take the assessment.

The following charts are referenced from the Missouri Student Information System reference manual.

Students who are designated in Core Data as the following **DO** take the ACCESS for ELLs assessment:

Code Set	Code Name	Default Code	Code Definition
LEP_Codes	Not Receiving Services	NRC	Student is LEP and is not receiving services
LEP_Codes	Receiving services	RCV	Student is LEP and is receiving ELL services

Students who are designated in Core Data as the following **DO NOT** take the ACCESS assessment:

Code Set	Code Name	Default Code	Code Definition
LEP_Codes	Not LEP	NLP	Student is not LEP
LEP_Codes	1 Year Monitoring	MY1	Student is LEP and is in first year monitoring
LEP_Codes	2 Year Monitoring	MY2	Student is LEP and is in second year monitoring

#### 5. In what grades is ACCESS for ELLs given?

ELL students in grades K-12 take the assessment. There are five grade level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

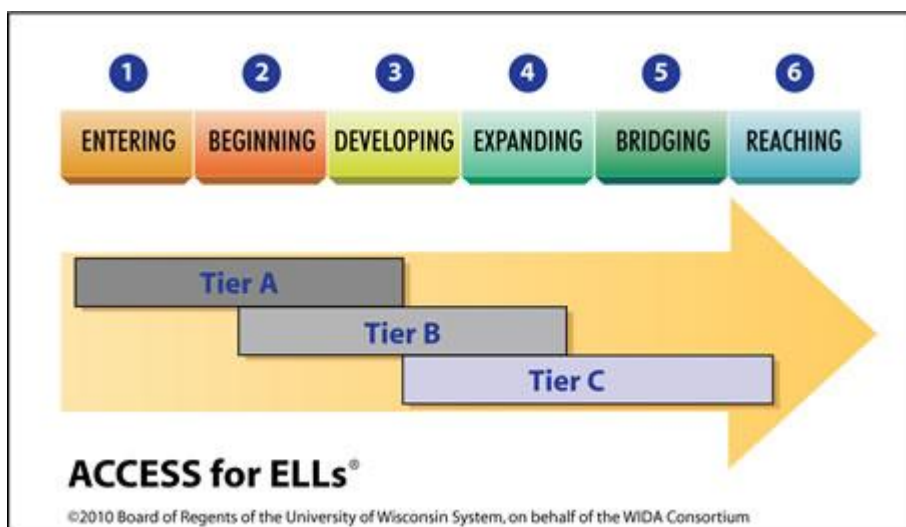
#### 6. There are students who have done very well on various sections of the test and yet have to repeat them because of a weakness in one area. In future years, is it possible to only test areas where they scored below the cut-off?

No. In order to score a student's test and show annual growth, the student must be tested in ALL domains annually.

## 7. What are the ACCESS for ELLs tiers?

ACCESS for ELLs has three tiers - A, B and C - for each grade level cluster, with the exception of kindergarten.

- Tier A contains items for English language proficiency levels 1-3, but targets the lowest levels, 1 and 2
- Tier B covers English language proficiency levels 2-4, focusing especially on 3 and low 4
- Tier C has items from English language proficiency level 3 to beyond 5, particularly focusing on the uppermost English language proficiency levels.



## 8. Why is ACCESS for ELLs a tiered test?

The goal of the ACCESS for ELLs test is to determine English language learners' level of English language proficiency and, at the same time, provide useful feedback to stakeholders. However, there are far too many model performance indicators in the English language proficiency standards to fit into a reasonable testing session. For any particular student, some of the questions on a comprehensive test might be dismissively easy, while others would be exactingly hard. In order to produce a valid test, it is important to avoid both possibilities by selecting an appropriate tier for each student.

## 9. How much will the ACCESS for ELLs cost?

ACCESS for ELLs is provided at no cost to Missouri public school districts and charter schools.

## 10. What comes with ACCESS for ELLs?

ACCESS for ELLs includes:

- Student booklets with graphics
- Listening, reading and writing sections in a single, consumable booklet in which students directly respond rather than by using a separate answer sheet
- A reusable prop-up book for speaking; the test administrator records students' responses on a score sheet in the back of the student booklet
- Test administration manuals, including information for test coordinators

**11. How will the ACCESS for ELLs be scored?**

Sections of the ACCESS for ELLs will be scored in one of three ways:

- Speaking: The speaking section will be scored by the test administrator as the student responds. The scores for each item will be recorded on the back inside cover of the students' test booklet and returned to MetriTech to compute overall speaking scores.
- Reading and Listening: The items for these two sections are all selected response (multiple-choice). They will be machine scored by MetriTech.
- Writing: This section contains constructed response items where students respond by writing directly on the page. These items will be scored by trained raters at MetriTech.

**12. Does the ACCESS for ELLs comply with No Child Left Behind (NCLB)?**

Yes. ACCESS for ELLs:

- Is anchored in state academic content standards and common English proficiency standards used within the WIDA states
- Measures progress in attaining academic and school related English across grade level clusters and English language proficiency levels up to and including full English proficiency.
- Assesses each language domain (listening, speaking, reading, and writing) separately to generate individual subscale and composite scores (including comprehension)
- Meets rigorous psychometric standards for test reliability and validity for ELLs in grades K-12
- Provides relevant data for local and state accountability purposes in addition to information for classroom, bilingual, and English as a second language (ESL) teachers and administrators

**13. Is ACCESS for ELLs a secure test?**

Yes. Individual test administrators must be trained in its administration and have agreed to maintain the security of test questions. Tests arrive at districts or schools, are kept as secure as other state assessments, and are administered following standard procedures. Tests are promptly boxed and returned to the vendor for scoring and reporting. No photocopies of any materials are to be made.

**14. Will previous editions of the ACCESS for ELLs be released?**

The WIDA Consortium has released [sample test items](#) that are no longer in use for teacher reference and student practice. There are currently no plans to release complete editions of tests.

**15. Can Title III money be used for ACCESS for ELLs?**

Title III money cannot be used for anything related to the ACCESS for ELLs ELP assessment. This includes attending training for either of these assessments, hiring substitute teachers to free up district teachers to give the assessment or any other costs associated with either assessment. If you have further questions regarding how you can use Title III money, please contact the MELL program at 573-751-8280.

**16. Can private schools take the ACCESS for ELLs?**

Missouri does allow private schools access to its assessments at complete cost to the school. Private schools may purchase materials directly from WIDA.

## **ACCOUNTS**

### **17. Is the ACCESS training account the same as the W-APT account?**

No, the training course and W-APT accounts are independent of each other. Each district is given one login for W-APT. Each individual has his or her own unique login for the ACCESS online training course. The district test coordinator can use the WIDA [Account Creator](#) to create individual accounts for themselves and those giving the ACCESS for ELLs assessment.

### **18. I am a district test coordinator. What does my ACCESS for ELLs account give me access to?**

The district test coordinator (DTC) will have access to all of the ACCESS for ELLs training and quizzes. The DTC will also have access to the quiz scores of administrators in their district. The DTC is responsible for being sure that anyone administering the ACCESS for ELLs assessment has not only been trained, but also received at least an 80% on each of the quizzes.

### **19. I am a test administrator. What does my ACCESS for ELLs account give me access to?**

As a test administrator, your account will give you access to all of the ACCESS for ELLs training and quizzes. In order to administer the assessment, you must have been through training and score at least 80% on all of the training quizzes.

### **20. I am a district test coordinator. How do I get my test administrator accounts for ACCESS for ELLs?**

It is your responsibility to enroll the users via the WIDA [Account Creator](#). If you are not sure how to create accounts, please contact the WIDA Help Desk by emailing [help@wida.us](mailto:help@wida.us) or by calling the help desk at 866-276-7735.

### **21. I am a district test coordinator. How do I delete previously registered ACCESS for ELLs test administrators whose information is incorrect?**

If you provide WIDA with the account information you'd like added or deleted through [WIDA Help](#), they can take care of it for you. Each individual user also has the ability to modify his or her own account information (i.e. email address, district affiliation, position type, and password) by logging in and clicking on "My Account" in the green menu on the left side of the page.

### **22. I have never received the login information for the ACCESS for ELLs. What should I do?**

If you think that you have been registered but have not received your enrollment email, please check your spam or junk mail folders or contact your district IT staff. Meanwhile, make sure that you have your spam filter inactivated or ensure that your filters will accept mail from [help@wida.us](mailto:help@wida.us) and [widahelp@wcer.wisc.edu](mailto:widahelp@wcer.wisc.edu). If you created your own account but did not receive the enrollment email, you can still try logging in with the username and password you submitted. If that doesn't work, contact WIDA through [WIDA Help](#) or by calling the help desk at 866-276-7735 to request assistance.

**23. I have my username and password, but the system still does not allow me to log in.**

Make sure you are logging into the correct website ([www.wida.us](http://www.wida.us)). If it does not work, contact WIDA through [WIDA Help](#) or by calling the help desk at 866-276-7735 to request assistance.

**24. I lost my username and/or password. What should I do?**

Users may look up their passwords by typing their email addresses into WIDA's [password lookup form](#). This system will generate an email to you which contains your usernames and password. If this system does not work for any reason, please email WIDA at [help@wida.us](mailto:help@wida.us) with your first name, last name, district name, school email address, and phone number. WIDA will contact you to remind you of your login information within one business day.

**25. How do I get my individual login for the ACCESS for ELLs online training courses?**

The District Test Coordinator can use the W-APT username to log into the WIDA site and then use the WIDA [Account Creator](#) to create individual usernames for test administrators to take the online training courses.

## **TRAINING**

**26. Do I need to attend a MELL or District training?**

Any test administrator must have either attended a MELL training or have gone through training at the district level given by someone who attended a MELL training. For more information please contact your local MELL Instructional Specialist.

**27. How do I find out where MELL trainings are?**

For information on live trainings, please visit the [Missouri WIDA page](#).

**28. If I attend a MELL or District training, do I also have to take the online quizzes in order to administer the ACCESS for ELLs Assessment?**

Yes. In addition to having gone through a live training, administrators will also have to score at least 80% on each of the three online training modules. Quizzes may be retaken as required.

**29. If I took and passed the quizzes previously, do I need to retake them?**

First time administrators *must* complete the entire training. Other test administrators *must* re-take the speaking test only. However, it is strongly recommended to review the other training modules.

**30. I am a district facilitator for ACCESS for ELLs. Can I print out a list of the test administrators who passed the quizzes?**

Yes. You can print off the whole page, download the information as a spreadsheet, or search for them individually by name and then check their quiz grades and print their certificates. Otherwise, you can ask teachers to print out a copy of their quiz grades when they have finished and give a hard copy to you for your records. Teachers can do this by either printing off the "My Quizzes" page, or by printing the certificate.

**31. I am a test administrator for ACCESS for ELLs. I passed the quizzes, but where can I get my certificate or where can I print out the grade reports?**

If you take the quizzes, you will have a grade. If you need tangible evidence, you can go to the "My Quizzes" section of the online course under "My ACCESS Training" and print out the quiz scores. This page can be printed as proof that you successfully completed the training, or you may click the button at the top of the page that says "View Certificate." You may also print the certificate showing the dates on which you passed each quiz.



## **NEW STUDENTS**

**32. What do we do if an ELL student moves to a different school within our district during the ACCESS for ELLs testing window?**

If the student has not yet started testing, or is only partially finished testing, then the student's book should be moved with the student to the new school.

**33. What do we do if an ELL student moves to our district from a different district and the student completed some of the ACCESS for ELLs assessment there?**

If the student moves into your district after the state ACCESS for ELLs testing window has already begun, then the district does not need to test the student. The sending district should mark absent on the portions of the test not taken by the student.

**34. What do we do if we receive a new ELL student into our district during the ACCESS for ELLs testing window?**

If the student moves in after the state ACCESS for ELLs testing window has already begun, then the district is not required to test the student. Districts have the option if they wish to assess a student who moves in after the window begins, but are not required to do so.

## **PRE-ID**

### **35. When can I order Pre-ID labels?**

The Pre-ID ordering window for 2011-2012 is from October 11, 2011 – November 10, 2011. For more information about ordering Pre-ID labels, please visit the [Missouri MOSIS Pre-Coding Page](#).

### **36. My district did not order the Pre-ID labels in time. Is there anything to do now?**

Unfortunately, if districts do not submit data for Pre-ID labels, it will be necessary to bubble in all demographic data on the test booklets. For information about hand bubbling, please refer to the [WIDA ACCESS Hand Bubble Demographic Instructions](#).

### **37. What do I do if the information on the Pre-ID labels is incorrect?**

Since reports will contain student information exactly as it appears in your file, check the pre-ID labels carefully to be sure that the information provided is correct. If ANY information on the label is incorrect, DO NOT USE the label. If the label is not used, the student information sheet must be hand bubbled. For information about hand bubbling, please refer to the [WIDA ACCESS Hand Bubble Demographic Instructions](#).

### **38. What do I do with an incorrect Pre-ID label?**

If you have received an incorrect Pre-ID label, simply destroy that label. You will then have to hand bubble the demographic information for that student. For information about hand bubbling, please refer to the [WIDA ACCESS Hand Bubble Demographic Instructions](#).

## ORDERING OF MATERIALS

### 39. How does one determine tier placement?

ACCESS for ELLs® uses Tiers (A, B, or C) to maximize accuracy and validity of test results, allowing students to avoid responding to questions that are inappropriately difficult or easy. For placement into the appropriate Tier, English language learners must meet at least ONE of the criteria listed for the Tier.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
ACCESS for ELLs®: TIER A					
		ACCESS for ELLs®: TIER B			
				ACCESS for ELLs®: TIER C	
<p><b>TIER A</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"><li>• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR</li><li>• currently receive literacy instruction <b>ONLY</b> in their native language, OR</li><li>• have recently tested at the lowest level of English language proficiency</li></ul>					
		<p><b>TIER B</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"><li>• have language proficiency and some, but not extensive, academic language proficiency in English, OR</li><li>• have acquired some literacy in English, though have not yet reached grade level literacy</li></ul>			
				<p><b>TIER C</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"><li>• are approaching grade level in literacy and academic language proficiency in the core content areas, OR</li><li>• will likely meet the state's exit criteria for support services by the end of the academic year</li></ul>	

**40. How do I place my order online for ACCESS for ELLs through MetriTech's secure website?**

Metritech will send out an e-mail to the District Test Coordinator containing links and information on how to order materials for the ACCESS for ELLs. Additional information can be found on the [Missouri WIDA page](#).

**41. What if I need to order more test booklets for ACCESS for ELLs? Is there a deadline?**

Each district will receive a 5% overage of materials, so please use all materials from the district overage before requesting additional materials from MetriTech. If additional materials are needed, you may email requests for materials to MetriTech, Inc at [wida@metritech.com](mailto:wida@metritech.com) and include the district name, address, and contact person in the email. Also, specify the grade and tier level for each booklet requested, and number needed. If additional materials cannot be ordered by email, FAX the Additional Materials Order form to MetriTech, Inc., at (217) 398-5798. Please WAIT and ORDER Materials ONCE for your district. Please also note that there is a DEADLINE for ordering test materials (generally the deadline is two weeks prior to the close of the test window). Contact MetriTech at 800-747-4868 to see if you can meet the deadline.

## **MATERIALS**

### **42. What ACCESS for ELLs materials will we receive?**

The District box (labeled box #1) will include:

- District Packing List (plus a copy of each school's Packing List)
- District/School Test Administration Manual: 1 per district plus 1 per school
- Test Administration Scripts: 1 per 10 (classroom size groups)
- Speaking Tests: 1 per 10 (classroom size groups)
- Overage of Listening, Reading, and Writing Series 101 test booklets for each grade and tier ordered for the district
- Pre-ID Labels for each school (if ordered)
- Return Instructions Packet including:
  - Return instructions
  - UPS A.R.S label(s) for return of documents (1 per box shipped)

The Material boxes will include:

- School Packing List
- Grade/Tier Header Sheets
- Documentation of Materials Not Returned Form
- District/School Test Administration Manual
- Test Administration Scripts
- Speaking Tests
- Listening, Reading and Writing Series 101 test booklets for each grade/tier being tested (this booklet includes a score sheet in the back to record the Speaking test scores). Use the "Documentation of Materials Not Returned Form" if there is a discrepancy between the packing list and the materials that you received.

### **43. What if I notice a discrepancy between the Packing List and the materials I received for ACCESS for ELLs?**

**District test coordinator** for ACCESS for ELLs: Any discrepancies between the Packing List and materials that are received must be documented on the Documentation of Materials Not Returned Form.

**School test coordinator** for ACCESS for ELLs: If there is any discrepancy or if additional materials are needed, notify your district test coordinator at once. Your district test coordinator will provide the additional materials from overage.

## **ACCOMMODATIONS**

### **44. Can test administrators give ACCESS for ELLs to a student in his or her native language?**

No. Because ACCESS for ELLs is an assessment of English language proficiency, giving it to a student in a language other than English would change what it is measuring. Therefore, NO USE OF A LANGUAGE OTHER THAN ENGLISH for interpreting test items is allowed. However, limited use of the student's home language for giving directions is allowable. Please refer to [the WIDA accommodation policy](#) for further guidance.

### **45. Are ELL students required to take ACCESS for ELLs even though they are receiving special education services?**

Yes, they need to be included in the annual English language proficiency assessment, but they may take it with accommodations that are appropriate for the child's specific disability as written in their IEP. Please refer to [the WIDA accommodation policy](#) for further guidance.

### **46. Are the test administrators allowed to use accommodations on ACCESS for ELLs for students with disabilities?**

Yes, many types of accommodations can be made to ACCESS for ELLs for students whose disabilities preclude them from participating in the assessment as it is typically administered. The key criterion for determining whether a particular accommodation is allowable is to decide whether it will compromise the validity of ACCESS for ELLs as an assessment of English language proficiency. Please consult the student's Individual Education Plan (IEP) and teachers who work with the child for guidance on which types of accommodations would be helpful to that student. [WIDA's accommodations policy](#) will also help inform your decisions.

### **47. What accommodations can be made for students with special needs?**

An Accommodations Committee, with representation across the WIDA member states, made suggestions in regards to the types of acceptable accommodations for ELLs with Individual Educational Plans (IEPs) taking our English language proficiency test. This information is published in the Administration Manual and is also available on the [Accommodations for ACCESS for ELLs](#) page.

### **48. What are considered appropriate accommodations that can be made for students with disabilities who will be taking ACCESS for ELLs?**

Testing accommodations are practices and procedures in the areas of administration, response, setting and timing/scheduling that provides equitable access during assessments for students with disabilities. Testing accommodations are meant to offset challenges caused by a disability so that students with disabilities can demonstrate their English language skills on the ACCESS for ELLs. Accommodations such as extended time, extra breaks, repeating directions, testing in a separate room, and providing praise are acceptable. Examples of inappropriate accommodations include presenting directions or test items, or allowing a student to respond, in the student's native language, including sign language. It is important to note that appropriate accommodations will differ by assessment domain (listening, reading, writing, and speaking). The general rule for determining whether a particular accommodation is allowable is determining whether it will compromise the validity of ACCESS for ELLs as an assessment of English language proficiency. Please refer to [the WIDA accommodation policy](#) for further guidance.

**49. Is there a Large Print version available of ACCESS for ELLs?**

Yes, a large print version is available. Simply choose that option when ordering.

**50. Is there a Braille version available of ACCESS for ELLs?**

WIDA does not currently provide a Braille version of the ACCESS for ELLs. For more information, please read the [WIDA's accommodations policy](#).

## **ADMINISTRATION**

### **51. What is the first thing I should do before testing ACCESS for ELLs?**

**District test coordinator** for ACCESS for ELLs: When materials arrive, it is imperative that you inventory each shipment. The Packing Lists should be compared with the test materials in all boxes, including School boxes, to ensure that there are no discrepancies and sufficient materials have been ordered.

**School test coordinator** for ACCESS for ELLs: Inventory all boxes immediately upon arrival from the district coordinator for ACCESS for ELLs and verify that there are enough testing materials. Count out test booklets for each class in your school. If pre-ID labels were not ordered or if any pre-ID label contains incorrect information, the necessary student demographic information must be hand bubbled. For information about hand bubbling, please refer to the [WIDA ACCESS Hand Bubble Demographic Instructions](#).

### **52. What is the administration time of the ACCESS for ELLs?**

- LISTENING: 25 minutes (group administered)
- SPEAKING: up to 15 minutes (individually administered)
- READING: 35 minutes (group administered)
- WRITING: 60 minutes (group administered)

ACCESS for ELLs is not a timed test; these times are approximate and vary slightly by grade level cluster, tier, and levels of English language proficiency. A tier A first grader, for example, may finish the writing section of the test within 20 minutes whereas an 11th grade student taking the tier C test would probably need 60 minutes to complete the writing section.

### **53. Does the test need to be administered in one sitting?**

No, the test does not have to be administered in one sitting; however administration can occur in a single sitting at your discretion. At minimum, administration needs to use the following format

- Writing – Completed in one sitting
- Speaking – Completed in one sitting
- Reading – Completed in one sitting
- Listening – Completed in one sitting

### **54. Within a grade level cluster, can the tiers be combined for the group administered parts of the ACCESS for ELLs test?**

No. The script for the listening section is read aloud by the test administrator; each tier has a different script; therefore, students taking different tiers could not be in a room together. Furthermore, in all language domains (sections), each tier has its own administration directions and, in many cases, the practice items that the group reviews together are not the same across tiers.



## **AFTER TESTING**

### **55. The ACCESS for ELLs testing window is over. What do I do now?**

**School test coordinator:** Collect test materials from test administrators. ALL test materials must be accounted for. Check the test booklets to be sure that the student information section of each booklet has a Pre-ID label affixed or that the student demographic information has been completed appropriately. Give all materials to the district test coordinator.

**District test coordinator:** Collect all test materials from the school assessment coordinators. Using the Packing List, verify that all materials have been received from the school assessment coordinators. Be sure to include the materials from the district overage. Verify that the following are accurate on each Grade/Tier Header Sheet:

- District and School Name
- Number of materials under this header
- Proper Grade and Tier recorded

In your district materials from MetriTech, Inc., a return instruction packet was included. This return packet contained Return instructions and UPS A.R.S. label(s) for return of documents (one for each exterior box shipped to your district).

### **Be sure to place ALL Packing Lists in Box 1.**

The following materials MUST be returned to MetriTech, Inc., in ONE complete shipment:

- Completed test booklets
- All unused testing material
- Test Administration Scripts and Picture Cue Booklets
- District and School Test Administration Manuals
- Sort and stack all the test booklets for each school separately by grade/tier.
- Place the completed Grade/Tier Header Sheet for that school/grade/tier on top of the stack.
- Place all school bundles in the box(es) in which the testing materials arrived.
- Place all Packing List(s) for all school(s) in the top of Box 1 of the entire shipment.
- The packing list(s) should be the first item seen when Box 1 is opened.
- Seal the box(es) and number them consecutively (i.e., Box 1 of \_\_\_\_, Box 2 of \_\_\_\_, etc.).
- As a district test coordinator, you should have one UPS A.R.S. label for the exterior of each box being returned (please call MetriTech at 1-800-747-4868 if you find you don't have enough return labels).
- For each UPS A.R.S. label, complete the top section with the following information:
  - NAME: Fill in the name of the district assessment coordinator
  - COMPANY: Fill in the district name
  - ADDRESS: Enter the districts street address, city, state, and zip code
- Remove the backing from the label and place the label over the original shipping label.
- The original label must be covered or crossed out so that a UPS scanner cannot read the bar code information on it.
- Put the box(es) where UPS normally picks up/delivers.

- **The UPS driver will pick up the box(es) and return them to MetriTech at no cost to the district. If the district does not have regular UPS service, call 1-800-742-5877 and arrange an A.R.S. pick-up.**
- Provide the tracking number from the label and the total number of boxes for pick-up. Have UPS enter the tracking number and proceed through the UPS pick-up process until the end to see that the district will not be charged.
- Box(es) should be picked up within 48 hours.
- Please make sure the shipment is picked up.

## **SCORE REPORTS**

### **56. Will I receive student labels?**

No. Instead of a student label, districts will receive a variety of printed score reports.

### **57. What information is included in the score reports for ACCESS for ELLs?**

The following reports will be issued:

- Individual student report for Parent/Guardian (translated versions are available in 32 languages)
- Individual student report for Teachers
- Student roster by grade for each school
- Frequency distribution by English language proficiency level for each school by grade

The Teacher Report will also give each student's raw scores for each standard to help them better understand their students' strengths and weakness as demonstrated on ACCESS for ELLs.

### **58. What do districts need to do with their ACCESS and W-APT results?**

Districts need to keep results in the students' cumulative folder. Additionally, it is strongly recommended that districts share the results with the parents and teachers of the student.

### **59. Is there an interpretation guide?**

Yes, there is an interpretation guide. The guide is available at <http://wida.wceruw.org/assessment/ACCESS>. A reminder message will be sent to district test coordinators when score reports are shipped out.

## **AMAOs**

### **60. What are AMAO's?**

According to NCLB, states are required to establish English language proficiency (ELP) standards and to assess Limited English Proficient (LEP) students served by language instructional programs funded under Title III. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs) that relate to Title III-served LEP students' development and attainment of English proficiency and academic achievement. These AMAOs include:

- AMAO 1: annual increase in the percentage of children making progress in learning English;
- AMAO 2: annual increase in the percentage of children attaining English proficiency; and
- AMAO 3: making adequate yearly progress (AYP) for the LEP subgroup as described in Title I, Section 1111(b)(2)(B). The Title I minimum for a subgroup of 30 applies to this calculation.

### **61. Where can I find information on how AMAO's are calculated?**

For more information on AMAO's, please visit  
<http://www.dese.mo.gov/divimprove/nclb/AMAO/index.htm>

### **62. Who do I contact if I have questions about AMAO's?**

If you have questions concerning AMAO's, please contact Shawn Cockrum, Director of MELL at 573-751-8280.